

## REVIEWER'S REPORT

Manuscript No.: IJAR-52297

Date: 17-06-2025

**Title: ACADEMIC AND ADMINISTRATIVE AUDIT OF KUK COLLEGES: MAPPING NAAC ACCREDITATION GAPS IN HARYANA**

### Recommendation:

Accept as it is.....**YES**.....  
 Accept after minor revision.....  
 Accept after major revision .....  
 Do not accept (*Reasons below*) .....

Rating	Excel.	Good	Fair	Poor
Originality			√	
Techn. Quality			√	
Clarity			√	
Significance			√	

**Reviewer's Name:** Shafiya Akhter

**Reviewer's Decision about Paper:** **Recommended for Publication.**

**Comments** (*Use additional pages, if required*)

### Reviewer's Comment / Report

#### Abstract Evaluation:

The abstract effectively conveys the study's objective, methodology, and key findings. It outlines the audit process across Kurukshetra University (KUK)-affiliated colleges, using a clearly defined structure and rigorous data collection approach. The categorization of NAAC accreditation status and the inclusion of statistical analysis (chi-square test) demonstrate methodological clarity. The practical and policy implications are succinctly articulated, with specific and actionable recommendations. The originality and replicability of the audit design further reinforce the study's value. The abstract is concise, data-driven, and highly relevant to higher education policy discourse.

#### Introduction Evaluation:

The introduction places the study within the broader context of Indian higher education quality assurance. It highlights the significance of NAAC accreditation and the complementary role of Academic and Administrative Audits (AAA). The rationale for the audit initiative is well-explained, and the multi-stakeholder composition of the audit team is justified with reference to best-practice models. The alignment with state-level quality enhancement strategies and the linkage to recent academic literature lend credibility and relevance to the study's aims.

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### **Overall Evaluation:**

The paper presents a robust, empirically grounded examination of accreditation gaps across KUK-affiliated colleges. The combination of quantitative data, qualitative insights, and policy-oriented findings strengthens its contribution to the discourse on institutional quality enhancement in Indian higher education. The study's structure is methodical, and its findings are of practical relevance to both institutional administrators and policymakers. Its originality lies in the district-wise mapping of accreditation statuses derived from an on-site AAA process, making it a timely and valuable resource.